

**SSB 5679** - H COMM AMD

By Committee on Education

ADOPTED 04/09/2015

1 Strike everything after the enacting clause and insert the  
2 following:

3 "NEW SECTION. **Sec. 1.** The legislature finds that research  
4 continues to suggest that high expectations for students with  
5 disabilities is paramount to improving student outcomes. The  
6 legislature further finds that to increase the number of students with  
7 disabilities who are prepared for higher education, teachers and  
8 administrators in K-12 education should continue to improve their  
9 acceptance of students with disabilities as full-fledged learners for  
10 whom there are high expectations. The legislature also encourages  
11 continuous development in transition services to higher education  
12 opportunities for these students. The legislature recognizes that  
13 other states have authorized transition planning to postsecondary  
14 settings for students with disabilities as early as the age of  
15 fourteen. To remove barriers and obstacles for students with  
16 disabilities to access to postsecondary settings including higher  
17 education, the legislature intends to authorize transition planning  
18 for students with disabilities as soon as practicable when  
19 educationally and developmentally appropriate.

20  
21 **Sec. 2.** RCW 28A.155.220 and 2014 c 47 s 1 are each amended to  
22 read as follows:

23 (1) The office of the superintendent of public instruction must  
24 establish interagency agreements with the department of social and  
25 health services, the department of services for the blind, and any  
26 other state agency that provides high school transition services for  
27 special education students. Such interagency agreements shall not

1 interfere with existing individualized education programs or section  
2 504 plans, nor override any individualized education program or  
3 section 504 planning team's decision-making power. The purpose of the  
4 interagency agreements is to foster effective collaboration among the  
5 multiple agencies providing transition services for individualized  
6 education (~~(plan)~~) program-eligible and section 504 plan-eligible  
7 special education students from the beginning of transition planning,  
8 as soon as educationally and developmentally appropriate, through age  
9 twenty-one, or through high school graduation, whichever occurs first.  
10 Interagency agreements are also intended to streamline services and  
11 programs, promote efficiencies, and establish a uniform focus on  
12 improved outcomes related to self-sufficiency. (~~This subsection does~~  
13 ~~not require transition services plan development in addition to what~~  
14 ~~exists on June 12, 2014.~~)

15 (2)(a) When educationally and developmentally appropriate, the  
16 interagency responsibilities and linkages with transition services  
17 under subsection (1) of this section must be addressed in a transition  
18 plan to a postsecondary setting in the individualized education  
19 program or section 504 plan of a student with disabilities.

20 (b) Transition planning shall be based upon educationally and  
21 developmentally appropriate transition assessments that outline the  
22 student's individual needs, strengths, preferences, and interests.  
23 Transition assessments may include observations, interviews,  
24 inventories, situational assessments, formal and informal assessments,  
25 as well as academic assessments.

26 (c) The transition services that the transition plan must address  
27 include activities needed to assist the student in reaching  
28 postsecondary goals and courses of study to support postsecondary  
29 goals.

30 (d) Transition activities that the transition plan may address  
31 include instruction, related services, community experience,  
32 employment and other adult living objectives, daily living skills, and  
33 functional vocational evaluation.

34

1 (e) When educationally and developmentally appropriate, a  
2 discussion must take place with the student and parents, and others as  
3 needed, to determine the postsecondary goals or postschool vision for  
4 the student. This discussion may be included as part of an annual  
5 individualized education program review, section 504 plan review, high  
6 school and beyond plan meeting, or any other meeting that includes  
7 parents, students, and educators. The postsecondary goals included in  
8 the transition plan shall be goals that are measurable and must be  
9 based on appropriate transition assessments related to training,  
10 education, employment, and independent living skills, when necessary.  
11 The goals must also be based on the student's needs, while considering  
12 the strengths, preferences, and interests of the student.

13 (f) As the student gets older, changes in the transition plan may  
14 be noted in the annual update of the student's individualized  
15 education program or section 504 plan.

16 (g) A student with disabilities who has a high school and beyond  
17 plan may use the plan to comply with the transition plan required  
18 under this subsection (2).

19 (3) To the extent that data is available through data-sharing  
20 agreements established by the education data center under RCW  
21 43.41.400, the education data center must monitor the following  
22 outcomes for individualized education ((~~plan~~))program-eligible or  
23 section 504 plan-eligible special education students after high school  
24 graduation:

25 (a) The number of students who, within one year of high school  
26 graduation:

27 (i) Enter integrated employment paid at the greater of minimum  
28 wage or competitive wage for the type of employment, with access to  
29 related employment and health benefits; or

30 (ii) Enter a postsecondary education or training program focused  
31 on leading to integrated employment;

32 (b) The wages and number of hours worked per pay period;

33 (c) The impact of employment on any state and federal benefits for  
34 individuals with disabilities;

1 (d) Indicators of the types of settings in which students who  
2 previously received transition services primarily reside;

3 (e) Indicators of improved economic status and self-sufficiency;

4 (f) Data on those students for whom a postsecondary or integrated  
5 employment outcome does not occur within one year of high school  
6 graduation, including:

7 (i) Information on the reasons that the desired outcome has not  
8 occurred;

9 (ii) The number of months the student has not achieved the desired  
10 outcome; and

11 (iii) The efforts made to ensure the student achieves the desired  
12 outcome.

13 ~~((3))~~ (4) To the extent that the data elements in subsection  
14 ~~((2))~~ (3) of this section are available to the education data center  
15 through data-sharing agreements, the office of the superintendent of  
16 public instruction must prepare an annual report using existing  
17 resources and submit the report to the legislature."

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19 Correct the title.

EFFECT: Makes the following changes:

- Changes the requirement that transition planning for students with disabilities start as early as age 14 when age-appropriate to a requirement that transition planning start as soon as educationally and developmentally appropriate.
- Refers to a section 504 plan and section 504 plan-eligible students wherever an Individualized Education Program (IEP) or IEP-eligible students are mentioned.
- Provides that a discussion about the postsecondary goals of the student must, rather than should, take place with the student and parents.
- Adds that this discussion may be included as part of an annual IEP review, section 504 plan review, High School and Beyond Plan meeting, or any other meeting that includes parents, students, and educators.
- Removes the Workforce Training and Education Coordinating Board from the list of agencies that must enter into interagency agreements for the provision of transition services.

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